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ABSTRACT

This document is the first in a series that incorporates the findings of a project initiated to find solutions to the problems of planning, designing, constructing, and utilizing facilities to house career education. In the form of a loose framework of concepts intended to stimulate thought and discussion about learning, school, and the right to work, the booklet discusses reasons for career education, goals, and the total learning process. Options and considerations are advanced for implementation. The concluding section summarizes some important attitudes that are prerequisite to changing the educational system. (Author/MLF)

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SPACES FOR
CAREER PREPARATION

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GOALS AND OPTIONS

by William E. Blurock

EA 007 131

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MICHIGAN CAREER EDUCATION FACILITIES PROJECT

Author **WILLIAM E. BLUROCK, FAIA,** is President of William Blurock & Partners, an architectural and planning firm specializing in Educational Architecture. As an author, lecturer and consultant for various educational organizations and school districts, his firm has been one of the forerunners in systems approach to school construction and cost analysis.

Additional copies of this publication, or others in the series of documents on Spaces for Career Preparation, may be obtained from:
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In January of 1972, The Continuing Education Service, Michigan State University, initiated a research project to become known as the Michigan Career Education Facilities Project. Funding for the Project was made available by the Vocational Education and Career Development Service, Department of Education, State of Michigan.

The relative newness of the Career Education Movement and the recognized need for planning, designing, constructing and utilizing facilities to house Career Education on the part of the educational administrators, facility planners and designers was evident. Traditional solutions, continually increasing costs and the need for greater emphasis on the learning environment prompted the State Educational Agency to give maximum attention to the options for local determination with minimum emphasis on regulating procedures. Hopefully, they will find this series of documents viable tools in their efforts.

The Committee on Architecture for Education, American Institute of Architects, reviewed the Project in its early stage and designated Les Tincknell of Wigen, Tincknell and Associates, Inc., Saginaw, Michigan as its representative and liaison to the project.

C. Theodore Larson, Professor Emeritus, School of Architecture and Design, University of Michigan, was designated as an architect-educator advisor to the project.

A *first* step resulted in the designation of an Advisory Committee to assist in the development and evaluation of the project. Members included:

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The *second* step involved the appointment of an architectural-planning team whose primary responsibility was to study the recognized needs and propose options for solving local career

facility problems. The team included:

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The *third* and *final* step in the Project involved the final editing, publication and dissemination of the project findings. This is one of a series of five publications to be released to educators, planners and architects. The series include:

Document 1 Objectives and Options by William E. Blurock
Document 2 The Process of Planning by Stanton Leggett
Document 3 Facility Options by C. William Brubaker
Document 4 Planning for Change by Peter Tarapata
Document 5 Construction Options by Linn Smith

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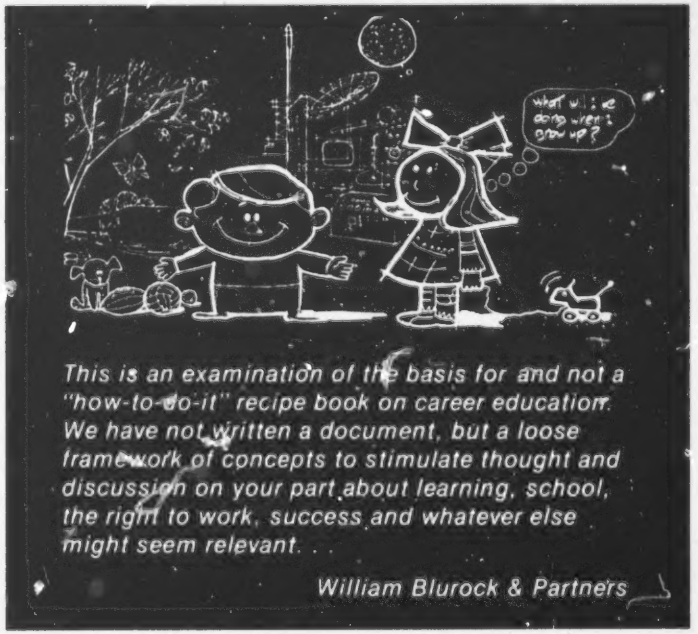


This is an examination of the basis for and not a "how-to-do-it" recipe book on career education. We have not written a document, but a loose framework of concepts to stimulate thought and discussion on your part about learning, school, the right to work, success and whatever else might seem relevant. . .

William Blurock & Partners

A. WHY CAREER EDUCATION?

The right to participate in society

The constitutional guarantee that each person has the right to "life, liberty, and the pursuit of happiness" cannot be met unless certain fundamental personal needs are provided for each citizen. Acquiring the ability to participate both socially and economically in our culture is essential if we are to fulfill personal needs. Education has traditionally taken the responsibility of meeting these needs, but has been only partially successful in its effort.

Personal need fulfillment

The need to develop a meaningful career suited to one's particular talents and interests is basic for all people in our culture, which is undeniably geared to the "world of work." Achieving economic independence, attaining pride and self-confidence both in one's occupational skills and in one's ability to interact in work situations, becoming aware of oneself, and recognizing one's career goals are basic needs in our society.

NEEDS: *a network of inter-relationships affected by CHANGE*

CAREER EDUCATION *is concerned with a part of the overall picture, but a part that is inter-related in the "total picture".*

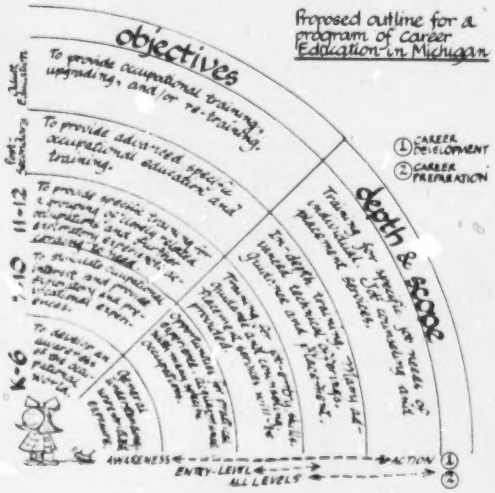
The need for educational change

It would be naive to assume that any bureaucratic organization, no matter how well-meaning, could

assure individuals that these or other needs will be fulfilled. But education, especially, can assist individuals to establish and attain these career goals by evolving into a truly flexible, service-oriented institution, devoted both in word and in structure to the promotion of equal opportunity, a free flow of information, and the open availability of learning resources.

It has been shown that for many individuals, the public school is a bewildering succession of activities without a goal. The school may be interesting and enjoyable for some, but for others remains something that is detached from the every day living outside the classroom walls.

For decades, public school emphasis has been college-oriented. Although Bureau of Labor forecasts show only 20% of all jobs in this country during the next two decades will require a Bachelor's Degree, education continues in a skewed college-bound direction. A continuation in this direction can only emphasize education's inability to adapt to individuals' needs.



Correcting a problem

Career Education is a concept that has evolved to correct certain inequities and inadequacies in the content and structure of our educational system. It is designed to integrate academic and occupational instruction to provide learning experiences that are relevant, meaningful, and individually oriented. When fully implemented, it should become the all-pervasive life-long developmental process of relating occupational roles with the family, citizen and avocational roles.

Students will be made aware of the entire range of careers and occupations. They will be encouraged to turn their talents and interests into ways of earning a living through a more direct process than now exists.

Whether the individual chooses to pursue an academic profession, such as medicine or law, obtain an entry level skill for employment after graduating from high school, investigate a freelance career in the arts, or any of the myraid possibilities, "career education" should help him by eliminating much of the irrelevance, boredom, and waste of time now inherent for many involved in the educational process.

B. GOALS

Primary goals

Many states are making an effort to improve the quality and effectiveness of education through action that is designed to accomplish the integration of academic and occupationally-oriented learning. Such an integration is accomplishable only through the establishment of well planned goals.

The direction of education in Michigan is being channeled through adherance to these primary goals:

"To guarantee that no student entering high school in the state leaves without having the opportunity to gain an entry-level salable occupational skill, regardless of his final career objective."

"To set in motion a state-wide system of job placement."

"Education must provide to each individual the opportunity to select and prepare for a career of his choice, consistent to the optimum degree with his capabilities, aptitudes, desires, and the needs of society."

"Education will strive to unite skill-building experiences of all types [academic and occupational] with experiences that contribute to self-development and awareness as they relate to career patterns."

"Each individual should be exposed, as early and as fully as possible, to the adult working world."

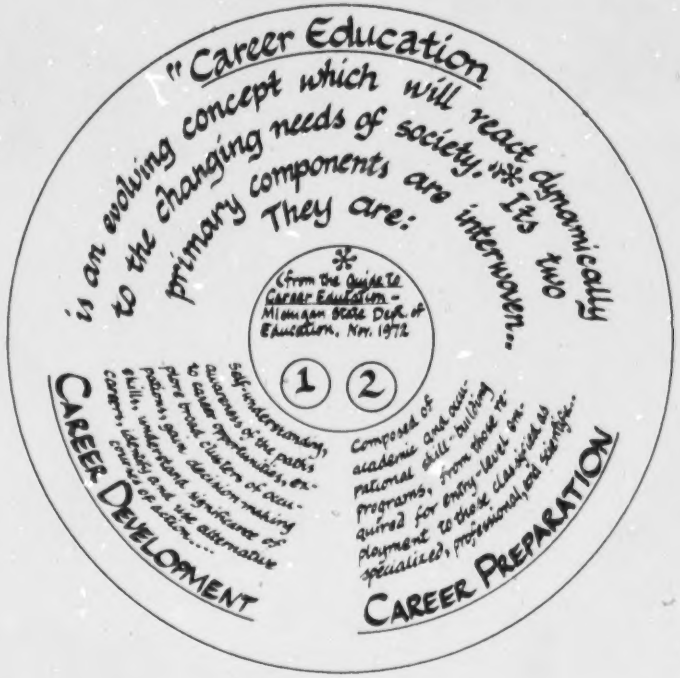
"Education must provide for the development of the individual's marketable skills so that a student is assisted in the achievement of his career goals by adequate preparation in areas which require competence in occupational skills."

"Provide programs of adult continuing education to all citizens of the state who need or desire service."

Terminal goals

To facilitate desirable direction and timing, all career education programming must be shaped by terminal goals. Michigan has outlined three such goals to assist planning via the following parameters. To provide:

1. Career development programs, including occupational guidance services, for all students in the state by 1981.
2. Comprehensive occupational preparation programs within reach of all Michigan adults by 1981.
3. Comprehensive post-secondary occupational preparation programs within reach of all Michigan youth and adults by 1981.


"Career Education is an evolving concept which will react dynamically to the changing needs of society."* Its two primary components are interwoven... They are:
*From the Guide to Career Education - Michigan State Dept. of Education, Nov. 1972
1
2
CAREER DEVELOPMENT
self-understanding, awareness of the paths to career opportunities, exploratory broad clusters of occupations, gain decision-making skills, understand significance of careers, identify and use alternative courses of action...
CAREER PREPARATION
Composed of academic and occupational skill-building programs, from those required for entry-level employment to those classified as specialized, professional, and scientific...

Objectives, process and change

Goals are essential to the success of career education, however, unless goals are translated into meaningful activities, the potential for success will be reduced. Disseminating the goal ideals requires a close scrutiny from goals to activities. The objectives desired from established goals must possess the ability to change. Objectives can be dangerous in their finality. Any program that seeks to accommodate change will in itself change as the process evolves.

The essence of the present objectives is, therefore, more valuable than their actual wording. The emphasis on individualization of instruction, learning experiences, and relevance of curriculum is particularly important. These are already goals of our educational institutions, but not an educational reality for all students.

As we will point out in the following pages, the total community and its resources must be involved if truly individualized experiences are to be provided for each learner. The school, taken alone, is a closed system, and no matter how large and comprehensive schools become, they can never equal the variety of experiences to be found in the community at large.

C. THE TOTAL LEARNING PROCESS

Learning outside the school

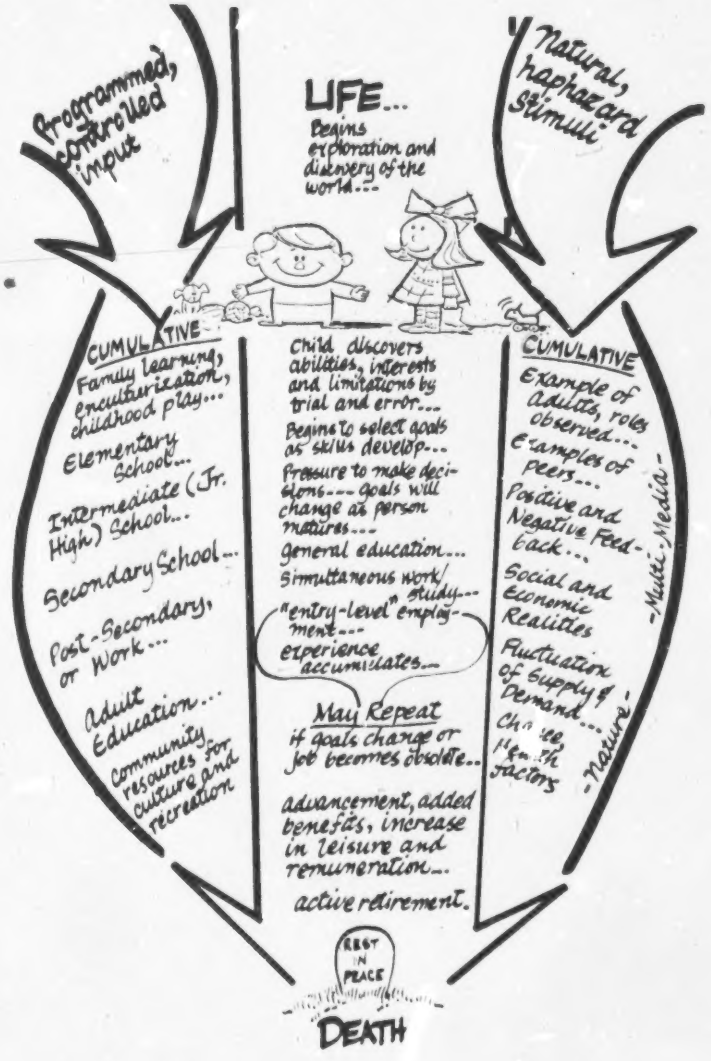
Learning does not occur exclusively in school. It is a life-long process that takes place in many ways—in controlled situations, in spontaneous situations, from our surroundings, in the family, among friends and peers, from the media, and from nature.

We tend to think of "school" as the primary learning environment, even though most individuals learn much more outside of than in school. And we have acquired the practice (made compulsory by legislation) of placing our children within a formal school system, where they are supposed to gain an appreciation of our cultural heritage and learn skills which will prepare them for adult life.

In technologically simple cultures, as well as in apprenticeship programs within our own, the learning environment and the world of reality (the "world of work") are one and the same. A child in a nonliterate society is taught his cultural traditions by kinsmen, as he participates with them in hunting or food-gathering expeditions. In agricultural communities, children acquire their cultural heritage and necessary technical skills as they labor in the fields beside their elders. In all of these situations, the process of learning takes place by doing rather than by listening.

Learning traditionally

Formal schooling represents only a fraction of the learner's time. But increasingly, the amount of time required of the individual to devote to formal schooling has expanded. If contemporary trends continue, it could become mandatory for all citizens to remain in school through the Associate of Arts or the Bachelor's Degree level. Thus, unless there is a reversal of this trend, the "school" projected as an



institution, very much like the penitentiary, will simply prolong and severely isolate the young from the real world.

Traditionally, formal schooling has been a prelude to entering specialized occupations and professions. This concept is based upon three assumptions:

1. That the fund of knowledge needed by the individual in preparation for life is relatively static.
2. That the number and variety of occupations are unchanging.
3. That each person will be prepared during his formal schooling to enter and remain in one occupation throughout his lifetime.

Learning today

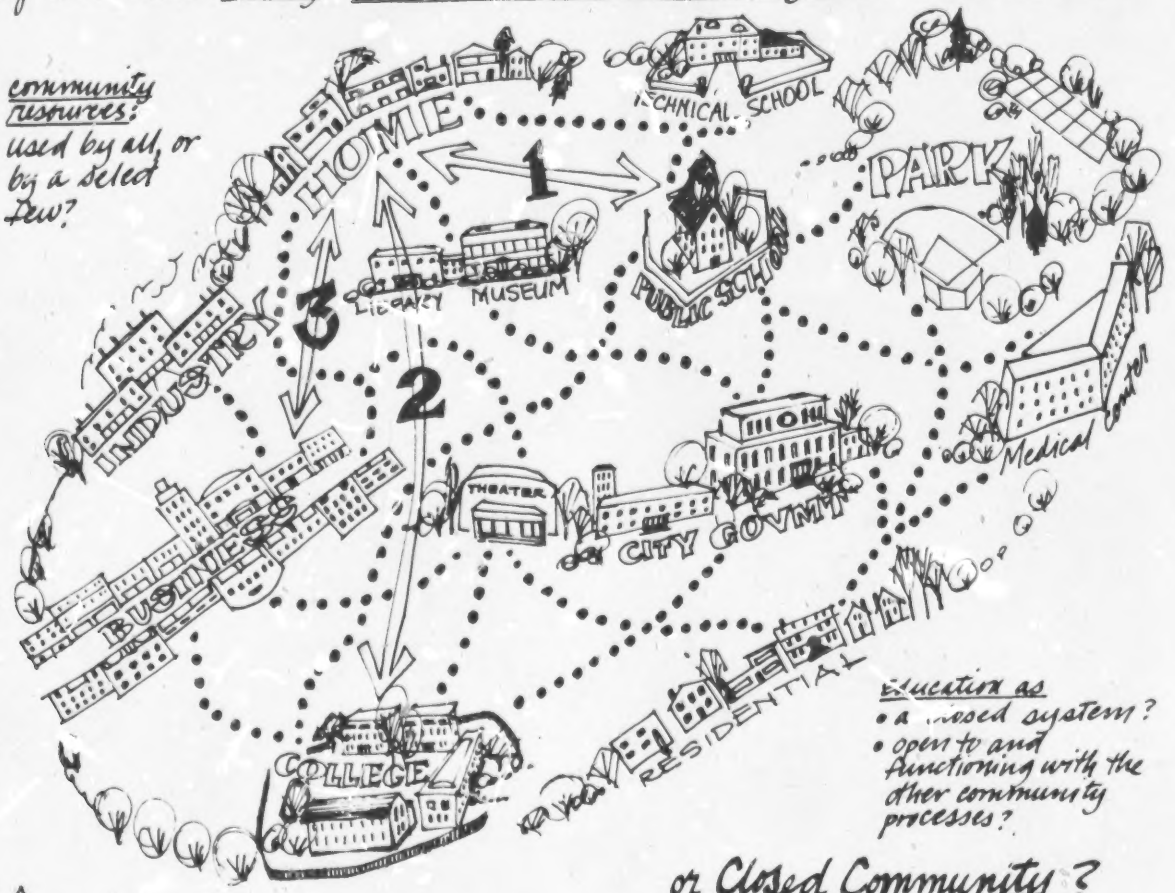
In today's changing society, these assumptions seem archaic. With few exceptions, who among our middle-aged and older citizens is in the specific occupation for which he prepared himself so diligently? How many have seen their jobs become obsolete and their skills no longer useful?

Young people will have a variety of different jobs or careers in their lifetimes, and must have the option of obtaining suitable training and retraining whenever the need arises. They must learn to be adaptable, to anticipate and cope with changes that take place in society.

We need a new attitude about learning, and a way of facilitating communication between people and resources so that the community could again become a "total learning environment".

Open Community The processes of education, business, industry, the trades, public and private institutions, recreational and cultural organizations are known and used by all citizens. The key: an effective communication system.....

community resources: used by all, or by a select few?



Education as
- a closed system?
- open to and functioning with the other community processes?

or Closed Community ?

1 Children are submerged in the closed atmosphere of the school, and are made aware of the potentialities of their community in a very limited way---
2 An individual may enter COLLEGE, but this too is an exclusive, limited environment which is a closed system within the community.
3 A person's life may be most limited when he or she begins a job or career. They might traverse the town on the way to and from work without being aware of its human and cultural resources.

D. IMPLEMENTATION: OPTIONS AND CONSIDERATIONS

To implement an effective career education program, each community must first try to determine student needs and priorities. Success of a program which aims to "open up" the community to its learners may depend at least partially upon the effective development of communication and identification of resources. These provide a linkage between the many parts of the community affected by or affecting the educational process, and provide the means for immediate and continuous interaction of the total concept.

Keep the options open!

Don't be rigid about your stated objectives. Revise them continually to reflect current social realities.

Coordinate community involvement. Education must be responsible and responsive to the people.

Community involvement

Local groups of interested citizens could give input about what types of learning they want and what career goals they might have. If there are no interested citizens—start a campaign to get them that way.

Reinstate town meetings, perhaps. Neighborhood groups are the best place to start, and these might send representatives to city- or district-wide meetings that are open to the public.

Circulate information in the community through local papers, television, mail-outs or whatever. Bring people up-to-date. Transcend the purely institutional frame of reference. Talk about people helping people within the community.

The program's leader will be a key factor in orchestrating the involvement of all types of people.

Look at existing programs that work—find out why.

Talk to key people who are responsible for a program's success. Talk to those who are "plugged in" to the program, those who use it.

Options for teaching and learning

Apprenticeship—Professional and Non-Professional Lectures—Classes conducted by credentialed teachers (whose skills are updated through inservice training programs)—Teaching by para-professionals and volunteers who teach what they do for a living or a hobby. There is—Learning by rote—By trial-and-error—By experience—On a 1 to 1 or any other basis—Computer-assisted instruction, to facilitate individualized instruction (see booklet in this package on "The New Media", Document 3)—Goal-oriented teaching and learning, geared to set objectives written in behavioral terms, and measured by pre- and post-test—"Seat of the Pants" teaching and learning, measured by its results only.

Space options—the learning environment

Remember that learning can take place anywhere. See "To Build or Not to Build" (Document 3) and if new facilities of some sort will be needed, see "Planning for Change" (Document 4).

If you are sincere in your efforts to open up the community, learning will take place as the result of both planned and spontaneous experiences in a great variety of settings, in and out of school. (As, indeed, it now does take place at home, at work, at school, and everywhere there are people.)

Career preparation; "simulated vs. real situation"

Career Development programs can be integrated into the curriculum of any school. Career Preparation programs should involve a variety of settings.

Career Preparation can take place in "simulated" situations within an educational facility (such as the vo-tech high school or the vocational-type classroom in a comprehensive high school). But in some cases, the same end could be more effectively and economically achieved through the use of existing "real" situations. Many schools have "work-study" programs now, and within that framework job experiences and occupational training can be coordinated for many students and adults without building expensive facilities with a finite amount of space.

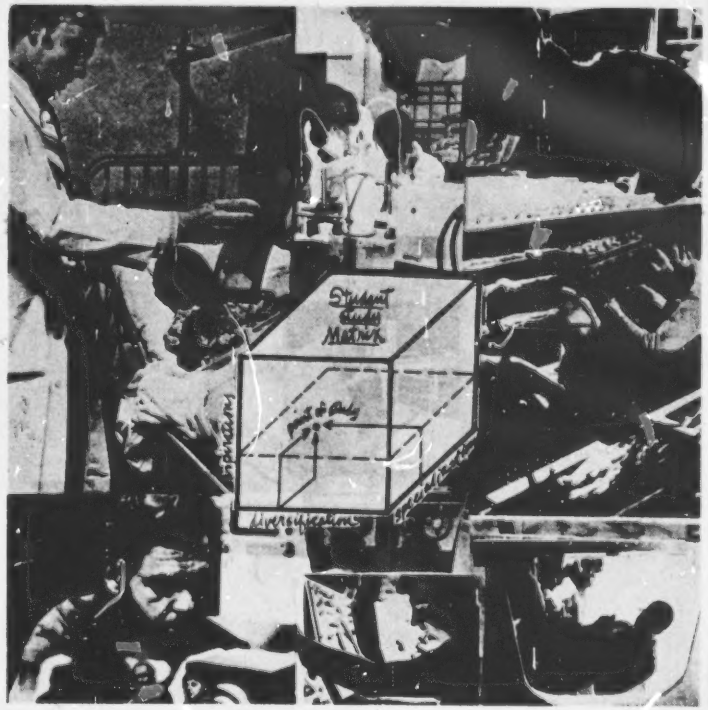
No facilities

Students in Santa Ana, California are participating in a highly successful career education program which employs no special or additional facilities at all. They are profiled at each school's Information Center through job requirements and job market demands. A computerized communication system facilitates this process; variables which could be of interest to the student are printed out, and those opportunities located within easy traveling distance are selected and pursued. This program is successful because of dynamic leadership that gets things done with a minimum of fuss, and because it is enthusiastically supported by local employers in business, industry, city governments, and by the students and parents.

Centers for career development

Specialized "Career Centers" can be developed at existing high schools. These would be linked to a state-wide communication and distribution system, for its essential function is that of a "data bank".

Computerized storage, retrieval and updating of a wide range of information could be useful service to students and adults throughout the Career Development and Preparation program.

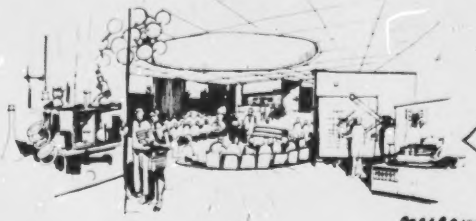


The cluster concept

One option for organization of curriculum in a comprehensive program of relevant learning is called the "cluster concept". Each cluster forms an "umbrella" over a set of related careers, ranging from those requiring minimal skills to those classified as managerial, professional, and scientific.

As a method of organizing learning experiences, the cluster concept is not meant to imply that all education is concerned with job training. It is, rather,

HEALTH SERVICES--- professional medicine, nursing, social welfare, lab technician, licensed volunteer, medical secretary, therapists, x-ray technician, aides, ambulance driver, food handlers, etc. ⟷



⟷ **SCIENCE AND TECHNOLOGICAL SERVICES**... graphic arts, research and development, construction, transportation, plastics, horticulture, drafting & design, etc.

CIVIC & RECREATIONAL SERVICES--- civic services, parks and recreation, libraries, museum, arena or zoo, child care centers, stadium,

adult education, public sanitation, police and fire science, civil service, etc.

SOME POSSIBLE CLUSTERS... AND SOME POSSIBILITIES IN A CLUSTER

Some possible learning opportunities within a "communicative arts" cluster

COMMUNI-CATIVE ARTS CLUSTER
drafting and basic design class at high school
summer job with city newspaper
photography class at local community college
apprenticeship with commercial printer
work/study with an advertising agency
trips to a large television studio
set design with a summer drama workshop
film editing class in arts school

COMMUNICATIVE ARTS CLUSTER ⟷

...performing arts, graphic arts, printing and publishing, photo processing, journalism, radio, television, design and drafting, support sector.

a vehicle for organizing and complementing every type of career.

Fifteen career clusters have been suggested by the U.S. Office of Education to represent the "entire world of work":

—Business and Office Occupations
—Marketing and Distribution Occupations
—Communications and Media Occupations
—Construction Occupations
—Manufacturing Occupations

One cluster arrangement

—Transportation Occupations
—Agri-Business and Natural Resources Occupations
—Marine Science Occupations
—Environmental Control Occupations
—Public Services Occupations
—Health Occupations
—Hospitality and Recreation Occupations
—Personal Services Occupations
—Fine Arts and Humanities Occupations
—Consumer and Homemaking-Related Occupations

The list must be developed to meet the needs of individual communities, and while the "clusters" serve as an organizational framework, they are not meant to be restrictive in terms of expansion or modification.

The cluster concept could be implemented with or without separate physical facilities. Each community would have to analyze whether it is more practical "to build or not to build".

The cluster concept is a method of organizing learning experiences. It is not meant to imply that all of education is concerned with job training.

Individual choice

Individuals will be encouraged to explore their own needs via the various clusters and then select a program of interest. This program might combine learning experiences offered under several clusters, and might change frequently according to the individual learner.

At first, occupational clusters may be a part of the existing school system. One option for integrating academic and occupational types of learning would be to form a large and specialized group of clusters for academic study—equal to but not greater in "status" than the others.

Information network

An information network is needed which is easy to use, convenient, and available to everyone. Individuals must be able to (1) increase their knowledge of opportunities available in the "world of work" and (2) be fully aware of all the resources available for learning.

Catalogue of community resources

You can catalog community resources both within and without the school system and make course offerings as colleges and universities do. The "voucher system" might be used so that each person could "spend" his share of free public education as they see fit.

Free universities in Berkeley and other cities catalog learning opportunities that are made available by volunteer teachers. The type of instruction offered is often stimulated by "popular demand" for different types of learning experiences.

As anyone who works will attest, the paths to employment are many and varied. It is true that well-organized, convenient placement centers could help people by providing a free service to locate job and career openings. But state employment agencies have been established to perform this function, so each community should consider whether one bureaucratic agency per function is enough.

Job placement

Career Education will most effectively facilitate the path from school to work by providing each person who participates in the educational process with numerous contacts and acquaintances in the community, and with job experiences and references which are the surest way of securing employment.

A "first job" is always hardest to nail down, and the trauma associated with that experience for young or inexperienced people might be virtually eliminated if employers cooperate in extensive work/study and "on-the-job training" programs for students and the unemployed.

It should be stressed again that in this decade and the next only 20% of all jobs available in our country will require an academic college degree—almost all the rest will require some type of occupational training.

50% of Michigan's people are living in suburban and rural areas. Geographically, this sector of the state is much larger than the urban core areas, so special efforts must be made to circulate information among this half of the population.

Traveling units (perhaps equipped with computer terminals) could bring information services into neighborhoods and outlying areas, to persons without autos, to mothers who must remain close to home with their children, in short—to all citizens.

And 90% of the students in rural districts leave after high school to take jobs in the already over-crowded cities. There are many potential job opportunities in rural Michigan, especially in the recreation-related fields. Can the realization of these be stimulated to prevent a total exodus from the less populated half of the state?

Program leadership

It is absolutely essential to find, in each community and as statewide coordinator for the program, a dynamic, decisive individual to inspire and initiate the process toward implementation of career education. As this is a flexible idea that will evolve and change, you must find leadership that is flexible, innovative, objective, subjective, adaptable, able to accept failures and learn from mistakes, not afraid of change, and eager to learn.

These personalities must direct and be directed by the people who will be affected by the process.

These personalities must be experts at public relations. They must be able to coordinate support of the community, and to make the process visible at all stages. People who will participate in and be affected by the program must be in on the process. They must be able to respond to and influence the process before its outcome is fixed, and before the decisions are finalized.

Choreography

Individual program managers should be choreographers rather than bureaucrats. They should be respected members of the community who are known for their ability to get things done. The ability to mentally scan the options is essential, as is a talent for synthesizing input that is voluminous and diverse.

These "orchestrators" must be in tune with social change and social variety, and be able to skillfully maneuver the program's development toward fulfillment of up-to-date, meaningful goals.

The future of time allocation

There is a great need and demand for learning which will enrich our leisure time, a need which is now being partially filled by continuing education in the community colleges and by city-sponsored programs in sports and crafts.

Individuals might at times choose to spend their spare time investigating possibilities within their community, observing its governmental and social processes, attending rehearsals of cultural events, observing others at work.

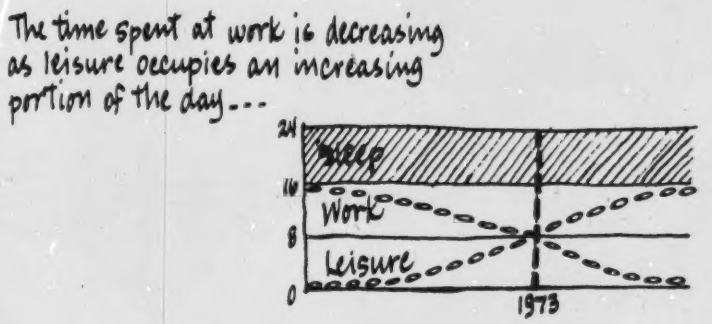
Creative leisure

With few exceptions, only those people who are self-employed or "free-lance" can truly express themselves through their work. For the rest, it is the way we use our "leisure time" which demonstrates the way we feel about ourselves, when we say and do those things which give us pleasure and when we are truly creative.

Our culture will have depth and variety to the extent that increasing numbers of people have time and opportunity to develop their personal worth and their contribution to our collective cultural life.

With this in mind, every community might provide for its people studios and workshops, free or low-cost instruction in the visual, performing and applied arts (painting, sculpture, drawing, dance, theater, poetry, pottery, weaving, photography and horticulture to name a few) which could be utilized on a non-exclusive basis by anyone, regardless of age or educational background.

Using leisure to expand personal possibilities



Observable vs. inscrutable process

Industry, public and private institutions, commercial businesses, artists and performers could be cooperative in allowing themselves to be observed. For a simplified but effective example, refer to *The Yellow Pages of Learning Resources,* written at the 1972 International Design Conference in Aspen, Colorado (organized around the theme: "The Invisible City").

HOW DO THESE LAST TOPICS OF DISCUSSION RELATE TO CAREER EDUCATION?

They are involved with the same "basics":

—Easy access to learning, whether the end is work or leisure, for all people—students, non-students, adults, children.

—"Opening up" the community—making processes visible. People might then become interested and involved as they were when social units were small. Apathy is fatigue caused by trying to understand the inscrutable process.

E. ATTITUDES: PREREQUISITE TO CHANGE

Much of what we have discussed concerns *change.* Change will take place whether we plan for it or not, and how well we cope with it depends on *attitudes.* Some of the more important attitudes which are prerequisite to changing the educational system are:

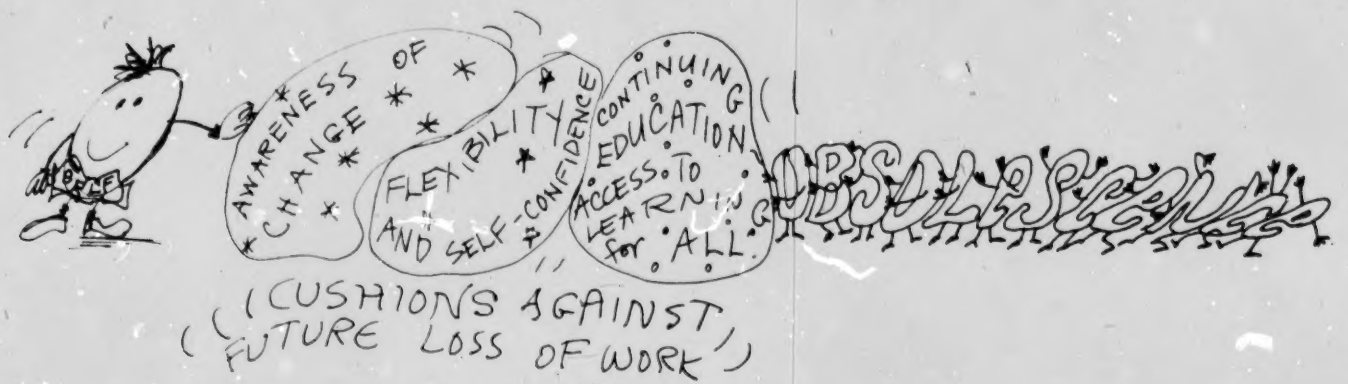
- In this age of super-mechanization, the right-to-work of all citizens must be provided for and reinforced more than ever. We must alter the educational system so that it fulfills the promise upon which it was founded: To help create equal opportunity for all.
- It is neither necessary nor desirable for everyone to pursue an academic college degree, because only 20% of all jobs require it. We must abolish the notion that college graduates are "superior" to skilled people of any other type.
- Education can no longer be isolated (as it has been since the industrial revolution) from the vital flow of society's growth pattern and social development. It should be at the service of all people, and it must be flexible in order to meet their diverse needs.
- A new order of teaching and learning is needed in our society — so that opportunities for learning are diverse, abundant, open to all citizens at any time, and so that teaching is not the sole province of a closed school and certificated "teachers", but the duty of anyone who possesses a skill to pass it on to others.
- Learning must involve the total community. We can no longer abandon young people to an isolated, unreal school environment for 12 years or more and expect them to emerge at the other end as creative, motivated, aware individuals. Learning must be related to doing, and must involve the use of all of a community's resources.

Don't let these "negative attitudes" hamper the success of your community's program!

Since we have been talking about ideas and not arguing a point, there is no real conclusion to be drawn except this: You may have found certain concepts to be contradictory, as they tend to be in "real life". "Career education", which is so popular a term now, may be passe within a few years. But current jargon is not our concern. Learning is the real topic. We have seen a need to provide every person in our society with relevant learning opportunities according to their own needs and rights for a life of economic productivity and personal satisfaction.

Providing services to help meet this demand is the true purpose of education. "Career education" can be a valuable step in the right direction.

William E. Blurock
1973


AWARENESS OF CHANGE
FLEXIBILITY AND SELF-CONFIDENCE
CONTINUING EDUCATION ACCESS TO LEARNING FOR ALL
OBSOLESCENCE
(CUSHIONS AGAINST FUTURE LOSS OF WORK)

REFERENCES

This list should be expanded by you at every opportunity

Re: Learning Resources
Yellow Pages of Learning Resources, edited by Richard Saul Wurman
The MIT Press, Cambridge

Re: Process
The R.S.V.P. Cycles by Lawrence Halprin
(How things might take place in a "choreographed" non-goal-oriented process)

Cities, also by Halprin
(How things might be vs. how they often are in indigenous vs. "advanced" urban settings)

Re: Educational Philosophy
Deschooling Society by Ivan Illich
(Great discussion-starter about compulsory education, who schools are *really* for, what we learn and don't learn there, etc.)

Re: Educational Goals
The Common Goals of Michigan Education
Michigan Department of Education

. . . and the booklets in this series, *Spaces for Career Preparation:*

"Goals and Options" by William Blurock

"The Process of Planning" by Stanton Leggett

"Facility Options" by C.W. Brubaker

"Planning for Change" by Peter Tarapata

"Construction Options" by Linn Smith

Sponsored by the Michigan Vocational-Technical Education Facilities Planning Project. Floyd Parker and Robert Paullin, Co-Directors.

The State of Michigan/State Department of Education/Vocational Education and Career Development Service/Box 928/Lansing/Michigan 48904.